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tigen Natur zurück, die ihn mir gelie-
hen hat, und meinen Körper den Ele-
menten, woraus er zusammengesetzt
ist. Ich habe als Philosoph gelebt und
will als solcher begraben sein; ich will
weder sezirt noch einbalsamiert wer-
den; man soll mich in Sanssouci begrab-
en, auf den Terrassen, in einem Grab-
mal, das ich mir habe bereiten lassen.

Meine letzten Wünsche werden in dem
Momente, wo ich verscheide, für das
Glück dieses Reiches sein. Möchte es
immer mit Gerechtigkeit, Weisheit und
Kraft regiert werden; möchte es der
glücklichste der Staaten werden durch
die Milde der Gesetze, der am rechtlich-
sten verwaltete durch Ordnung in den
Finanzen und der am wachsamsten ver-
teidigte durch ein Militär, welches nur
für die Ehre und den Ruhm atmet, und
möchte es blühend und gedeihend bis an
das Ende der Zeiten dauern!

Friedrich der Grosse an seine Mutter*.

Der Himmel wolle seine Gnade
Leuchtend in deine Tage streuen,
Und dich am Rande deiner Pfade

*Übersetzt von Friedrich Lienhard.

Mit süßem Blumenglanz erfreun!
So kostbar schön sind deine Tage,
So zart gesponnen dein Gespinnst,
Dass ich die Parze bittend frage,
Eh' du aus ihren Händen rinnt:
„O strenge Atropos, zerschneide
Mir meinen Faden, mir entzwei!
Und lege, was ich willig meide,
Den Jahren meiner Mutter bei!“

Die Deutsch-östr. Lehrerzeitung
teilt nachstehende Entschuld-
igungszettel mit: Eier wolgeboren.
Endes unden zeichnender ersucht Hern
Lerrer um 3 Täg Uhr erlaubnis für
meine Theres. Zwex vergräserung der
Famili. Mit kolegialle Grisse und Dang
in voraus. Franiu Nowak, Fasbinder-
meister. — Geehrter Herr Direktor; So-
oft mein Sohn Ignaz die Stiefel zerris-
sen haben wird, bitte ihm zu entschul-
digen. Mit Gruss Mechel Schwitz, Ba-
dediener.—Geührtes Schulfreilein. Meine
Stieftochter Franziska konte am Frei-
tag wegen Orschmerzen, in das ihr ein
Orwurm gekrochen ist und sich dabei
verkiht hat, die Schule nicht besuchen.
Jetzt liegt sie im Bett und schwitzt mit
Hochachtung Anna Klachelhuber, der-
zeitige Mutter.

Bücherschau.

I. Bücherbesprechungen.

An Introduction to German
by Eduard Prokosch, Assist-
ant Professor of German and Com-
parative Philology in the University
of Wisconsin. New York, Henry
Holt and Company, 1911.

It is perhaps a significant fact that
America, more liberally supplied than
any other country with normal schools,
chairs of pedagogy, and other appli-
ances of teaching aspiring teachers to
teach, has had to wait until now for a
modern language text book based on
sound pedagogic principles. Although
it is a good twenty years, for instance,
since the theoretical grammar method
has been banished from the Prussian
schools, our publishers have been turn-
ing out, year after year, elementary
language books that would not receive
the slightest consideration in countries
educationally more advanced. Needless
to say, the sound book has at last
come not from an expert on Methods

of Teaching, but from a man who thor-
oughly knows his subject, in this case,
language.

For it is obvious to any student of
speech that even a concise and meth-
odic exposition of the grammatical
facts of a language is not necessarily
a good instrument for introducing a
learner to the use of that language.
The simplest consideration as well as
long-continued tests by experience
show that in the case of German the
discrepancy is most decided. Space
forbids, and in view of previous dis-
cussions* it is unnecessary here to
develop this point. Suffice is to say
that the presentation of grammatical
theory by the teacher and translation

* See for instance O. Jespersen, *How
to Teach a Foreign Language*, New
York, 1908, and L. Bahlson, *The Teach-
ing of Modern Languages*, translated
by M. B. Evans, Boston (1903, 1905).

into the vernacular by the student have never taught anyone a language. We must therefore doubly welcome Prokosch's book in the hope that it will hasten the development in America of modern and effective teaching of living languages.

The basis of Prokosch's book is some thirty-five pages of German text, divided into thirty-two lessons, each a connected and sensible unit. As this text includes over a thousand different words and presents every usual inflection and construction, the material is ample for a year's work, provided, of course, that the student is expected genuinely to assimilate it, to recognize all the words, forms and constructions when he sees them, and to be able to use them, in a modest way, in speech and writing. There is a danger that teachers who are accustomed to the old style books may try to cover the ground too rapidly and find their classes getting little good out of the short but (when thus used) difficult texts; a fuller and more conciliatory preface addressed to teachers would lessen this danger. A good class can profitably be kept a week at each lesson, conversing on the new forms and words and reproducing the text orally and in writing. This distribution of the matter into large units has however one defect: it makes the first day's lesson on a new text rather difficult. If, as is proper, the teacher presents new vocabulary and forms by oral example and explanation in German rather than by the time-honored method of telling the students to "look up the words and translate," he will have to spend two whole hours, for instance, before letting his class use lesson 9, the first narrative piece. It would be better—though it might increase the danger above alluded to—if the selections had been more numerous and shorter; say, in the beginning five to ten lines each,—a beautiful model of such a text is the anecdote about Frederick the Second and the eggs on p. 75 of Bahlsen.

Prokosch's use of longer texts is due, perhaps, to his principle of giving in connection with each text a uniform grammar lesson; the second part of the book (consisting of "Exercises," each to be used in connection with the corresponding text lesson) begins each exercise by giving appropriate references to the third part, which is a systematic grammar. Now, it is obvious that only a longer piece of text can in

each case illustrate sufficiently the points of grammar involved,—in the 9th lesson, for instance, (1) the preterit of weak verbs, (2) of *sein* and *haben*, (3) the possessive pronouns, (4) the prepositions with the dative, and (5) the dependent word order. It is not necessary, however, that any one text should illustrate all these things or any one of them. Indeed, even as the book stands, many matters come up before they are covered by reference to the grammar, and no harm is done; so why not go farther, letting the texts be as they will, regardless of what grammar or how much grammar is involved in each, and, whenever enough instances of some one phenomenon (say, preterits of weak verbs) have occurred, give a summary with references to the occurrences in the texts, and then grammar assignment? As just remarked, this is to a certain extent done; thus, in lesson 7, where the grammar reference is to nouns of the first class, strong declension, fourteen such nouns are named as having already occurred in previous texts. This principle, carried out, would allow the texts to be of more convenient size and give infinitely greater freedom in their selection.

Another disadvantageous consequence of leaving too much influence to the grammar is that the references are too full: the grammar part of the book, being systematic, gives many a form and many a statement for which the student is not fully prepared when he gets the reference.

The second part of each "Exercise" is the vocabulary, the third consists of questions as a basis for conversation, and the fourth of "Drill." This "Drill" is the weakest point in the book. The student is requested, for instance, in lesson 7, to "decline (sing. and plur.)" *das Zimmer*, *ein (!) Fenster*, etc.,—it reminds one of the books hitherto in use. Although such exercises are a test of whether the student has learned his lesson or not (the plea for so many stupidities of the old method!), they will do him no good. When the time comes to use or recognize, say, a dative plural, the proper verse of the hurried rigmarole of "*das Zimmer*, *des Zimmers*," etc. will be in a very distant and inaccessible part of the student's mentality. Let him, instead, repeatedly use each form in a sentence.

At the end of each "Exercise" are English sentences for translation; these are useful for review, but inevit-

ably difficult and disconcerting when the German expressions are still unsettled in the student's mind.

These first two parts of the book contain a few inconsistencies. Now and then words are used (usually with a translation) in the exercises which are not given in the vocabulary (*und*, *oder*, lesson 1; *dann*, *am Ende*, lesson 3; *steckt*, *stellt*, lesson 6; *täglich*, lesson 7): this impairs the student's sense of sureness. On the same principle a few words and forms bound to come up in conversation, even though they are not included in the text, should be given in certain vocabularies: for instance, in lesson 1: *blau* (the book is blue), *Lehrerinnen*, *Schülerinnen* (for conversation; the plurals *Lehrer*, *Schüler* are given); in lesson 2: *scharf*, *Türen*; in lesson 3: the plurals *wollen*, *sollen*; in lesson 4: *schliesst*, *in* with the accusative; in lesson 6: *stellt*, *steckt* (used in the exercise). In lesson 9 the farmer speaks to the thief, first as *Sie* (l. 11), then as *du* (l. 17), which is misleading to the English student. There are also a few misprints (lesson 4, l. 2; lesson 13, l. 8, l. 10; p. 61, l. 1). In the first few lessons the meaning of the forms in the paradigms (*der*, *ein*, *ich*, *du*, etc.) is not explained. In lesson 3 the composition sentences give the un-English "The whip shall beat the poodle" (*soll*) and "The servant does not want to (=will not) mow the oats", where the bracketed expression is wrong. If students are taught that *er soll* means "he is to" and *er will* "he wants to," the less common uses of the German words will take care of themselves; the introduction of the difficult English "shall" and "will" is most undesirable.

The third part, "Grammar," is excellent, by far the best of its kind. The subjunctive, especially, is here at last described as it is, not on the basis of Latin grammar: *er sei*, "First Subjunctive"; *er wäre*, "Second Subjunctive," both *present* in tense. The only case of a tradition injudiciously clung to is the nomenclature in §77. The fact is that *Sie* has nothing "polite" about it: it is the regular word for "you," *du*, *ihr* having only their limited field (as part of which use to and by *children* should be mentioned). The present statement, in connection with the

persistent use of *du* in the texts misleads the beginner, who in America is lamentably but universally too old for *du*. §127 does not sufficiently impress the necessity of using the pronoun *Sie* in the imperative. One drawback of the grammar has been mentioned: as it is systematic it presents to the student more than is appropriate for him at the time he gets many of the references. A good instance is the reference (lesson 2) to §§ 235-237, which confronts him with all the facts about "normal," "inverted," and "dependent" word-order. All that the student needs to be told at this stage is that *in a German statement the verb always stands second*; questions and commands as in English.

Beside the brief introduction on pronunciation on the first pages, the book contains an appendix on "The Sounds of German" and a few texts in phonetic transcription. As the publishers refused to print in transcription more of the book and in a more conspicuous place, the author cannot be blamed for neglect. It would, however, be possible to give a set of systematic transcribed exercises on pronunciation, introducing the sounds group by group, first the easier, then the more difficult. The open pronunciation of long *ä* should not be given: it is a spelling pronunciation rarely heard and prevents giving the simple rule that *ä* equals *e*. The reproduction of Viëtor's Sound-Chart on p. 279 lacks *s*, *z*, *i*·, *y*·, *u*·, and the : after *e*. It would have been wise, for the sake of simplicity, to omit the signs for the French *j*-sound, the spirant *g*, and the uvular *r*.

The trifling character of these emendations should be significant. Prokosch's book is head and shoulders above any that have been used in this country. If we had had such books twenty years ago the *Nation's* and many others' criticism of our modern-language teaching (to wit and namely: that it has been a complete failure) would never have been made. Nor may a modest hope be out of place, as this book has come from the pen of a linguist (or "philologist"), that the science of language may in time come to hold, in America also, its proper place among the sciences.

Leonard Bloomfield.

The University of Illinois, Feb. 25, '12.